

LESSON 5: Connections to the Land: Resources and Practices

OBJECTIVES:

- To understand the practices and resources used by the Passamaquoddy people to meet their needs prior to contact with Europeans.
- To stimulate thought and discussion about the resources of Maine, their historical uses, and the resourcefulness of the Passamaquoddy people.

ALIGNMENT WITH THE MAINE STATE LEARNING RESULTS FOR GEOGRAPHY:

Human Interactions with the Environment

1. Analyze how technology shapes the physical and human characteristics of places and regions, including Maine.
2. Explain how cultures differ in their use of similar environments and resources.

OVERVIEW:

Students will determine the basic needs of the Passamaquoddy people and identify ways in which these needs were met. After identifying the practices and materials required, students will utilize a limited number of resources to meet these basic needs.



TIME REQUIRED: 1 hour

MATERIALS:

- *Resources and Practices* reproducible worksheet
- *Resource Bag* containing:
Moose Hide, Hare Hide, Feathers, Birchbark, Spruce Root, Chert Core, Arrowhead, Other Stone, Ash Splint, Cedar Bark, Bone Harpoon, Bone Awl, Sinew, Sweetgrass Braid, Cattail Cordage
- *Possible Uses* laminated cards (10 - found in resource bag)
- Large Writing Surface (Chalkboard, Whiteboard or Butcher Paper)
- Pencils, one per student

VOCABULARY

Resource

An available supply that can be drawn on when needed.

Gathering

The collecting of food or raw materials from the wild.

Sinew

An animal tendon commonly used for cordage by Native Americans.

Fletching

The feathers on an arrow.

Cordage

Ropes or cords.

Chert

A type of sedimentary rock rich in silica used to make chipped stone tools.

Haft

To fit into or equip with a hilt or handle.

Wigwam

A shelter of Native Americans in the Northeast having typically an arched framework of poles and overlaid with bark.

PREPARATION:

1. *Resources and Practices* reproducible worksheet: Make enough copies of the *Resources and Practices* worksheets for each student to have one.
2. *Material Stations*: Set up different *Material Stations* around the room. Include the laminated copies of *Possible Uses* and their associated materials from the *Resource Bag*.
3. Write the following phrase on a large writing surface: *NEEDS OF A PEOPLE*.

INTRODUCTION:

The Passamaquoddy people had basic needs similar to those of other communities and cultures. The basic needs for survival such as food, water and shelter were not the only needs of the Passamaquoddy people. Other needs existed which enriched their lives and improved their quality of life. This activity will focus on the basic needs essential for successful living. Often these needs were met with materials found in the wild and skills and practices passed down from generation to generation. As materials and technologies changed, so did the ways the Passamaquoddy people met their needs. With the understanding that the Passamaquoddy is and was an ever changing community, this activity will focus on the way the needs were met from 2,000 years ago until European contact.

PROCEDURE:

1. Ask students to identify people's basic needs and activities. Write their responses under the heading *NEEDS OF A PEOPLE*.

Although a number of possible answers exist, guide students' thinking in the following direction:

FOOD	WATER	SHELTER	FIRE	CLOTHING	MEDICINE
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2. Ask students to identify the practices and activities used by the Passamaquoddy people to meet these basic needs before European settlement. Write their answers under each sub-heading.

Possible answers may include:

FOOD	WATER	SHELTER	FIRE	CLOTHING	MEDICINE
Hunting	Collecting	Constructing	Fire Making	Hunting	Gathering
Fishing	Lakes	Wigwams	Bow Drills	Sewing	Hunting
Gathering	Creeks	Teepees *	Flint/Steel **	Gathering	
Farming *	Rain			Plant Fibers	

**Although some groups of Native Americans may have incorporated these objects or practices into their culture, the Passamaquoddy typically did not.*

- a) *Due to the short growing season of the north, the Passamaquoddy did not normally grow crops but gathered plant foods from the wild.*
- b) *Passamaquoddy and other Wabanaki peoples used the word "wigwam." It's the common spelling for the word meaning "house" in several Algonquian languages. Great Plains tribes, like the Sioux, use the Siouan word "teepee" meaning "dwelling."*

*** These resources were not available until contact with the Europeans.*

3. Provide each student with one copy of the *Resources and Practices* worksheet. Direct students to complete Section A of the worksheet and identify possible tools or equipment needed to accomplish the listed activities. Remind students that European materials and technology were not available at this time.

DISCUSSION POINT:

Review the tools and equipment listed by students. Discuss their relevancy to the Passamaquoddy Tribe and possible changes in technology and materials over time (Pre-Contact [before 1500 AD]).

4. In Section B of the *Resources and Practices* worksheet, direct students to brainstorm possible uses and materials gained from each resource (i.e., animals – fur, bone, etc.) and any possible uses of this material (i.e., fur – blanket, etc.).
5. Show students the different materials from the *Resource Box* that will be available to them for this activity (i.e., Birchbark, Ash, etc.).
6. In Section C of the *Resources and Practices* worksheet, direct students to review the list of selected equipment or tools needed for each activity. The different parts of the tools and equipment have been provided. Students should visit the different *Material Stations* set up around the room to determine and list the specific materials needed (i.e., Ash, Chert, Birchbark, etc.) to construct the different items. It may be beneficial for students to look at the pictures associated with each activity (in Section C) to get an idea as to what might be needed to construct each item.

Inform students that the Passamaquoddy used many other types of materials and resources. Additionally, the uses provided for these materials are only a small sample of the possible uses.

DISCUSSION POINT:

Review the material from each Material Station with the class and discuss the specifics of their historical uses. Discuss the possible impacts of European goods and materials (specifically, metal) after contact (including technological advancements).

Optional: You may choose to discuss the possible tools needed to create the equipment listed in Section C.

TIMELINE CONNECTIONS: Add the following important dates and events to the timeline of Passamaquoddy history:

- 11,000 years ago Spears/Lances Used for Hunting
- 6,000 years ago Nets Used for Fishing
- 5,000 years ago Harpoons Used for Fishing and Hunting Marine Mammals
- 2,000 years ago Bow and Arrow Used for Hunting
- 1783 USA/Canada Boundary Imposed on the Passamaquoddy, Dividing Their Territory
- 1840 Most Passamaquoddy Tribal Homes Are Wooden Structures with Few Wigwams Remaining
- 1912 Salmon Spear Fishing Banned by State of Maine; Eliminates Traditional Passamaquoddy Hunting Practice
- 1929 Electricity Comes to Pleasant Point Passamaquoddy Reservation, 45 Years after Bar Harbor, Maine

WRAP UP

After reviewing the historical practices used by the Passamaquoddy, discuss the means by which Passamaquoddy people meet their needs today. It may be helpful to review the list of needs (i.e., food, water, shelter, etc.) when covering this material. Students may provide answers that are consistent with historical practices, not current practices. This is an opportunity to explain to students that the Passamaquoddy and other Native Americans are contemporary people who shop, own houses, hold jobs, etc., with modern day practices and needs.

ASSESSMENT:

Compare and contrast the needs and associated practices, covered in this activity, of the Passamaquoddy 1,000 years ago to the needs and practices of your current community. List two similarities and two differences.

EXTENSIONS AND OTHER ACTIVITIES:

Creating Cordage

The Passamaquoddy would make their rope, string or line (also called cordage) by hand from plant fibers or animal parts. Cordage had an almost unlimited number of uses in historic Passamaquoddy everyday life. Have students brainstorm possible uses of cordage in past Passamaquoddy communities. Possible uses include thread for clothing, fishing line, rope, nets, etc. The basic methods used to develop cordage by the Passamaquoddy and other Native American tribes in the past can be copied today.

Students can use raffia, an inexpensive plant material sold at many hobby or craft shops, to create cordage. Pass out one strand of raffia (1½' long or longer) to each student and follow the steps below:

1. Direct students to hold both ends of the raffia and place the center of the strand between their teeth. Students should have a “right strand” in their right hand and a “left strand” in their left hand.
2. With their right hand, instruct students to grab the “right strand” about 2 inches from their mouth and twist the raffia towards their shoulder in a clockwise direction until it is taut.
3. Place the twisted “right strand” over the top of the untwisted “left strand” and switch hands. The twisted strand should now be in the left hand and the untwisted strand should be in the right hand.
4. With their right hand, direct students to twist the untwisted strand of raffia about 2 inches from their mouth towards their shoulder in a clockwise direction until it is taut.
5. Place the newly twisted strand over the top of the other strand and switch hands. Repeat these steps until the entire piece of raffia is wound into cordage.
6. The cordage may be lengthened by weaving in additional pieces of raffia. When finished, simply tie a knot in both ends.

Passamaquoddy Calendar

Month	Passamaquoddy Month	Month	Passamaquoddy Month
January	Whirling Wind Month	July	Ripening Moon
February	When the Spruce Tips Fall	August	Feather Shedding Moon
March	Spring Moon	September	Autumn Moon
April	Egg Laying Month	October	Harvest Moon
May	Alewife Moon	November	Freezing Moon
June	Summer Moon	December	Christmas Moon/Frost Fish Moon

Options:

- Discuss the possible origins and reasoning behind the Passamaquoddy names of the months.
- Direct students to design a Passamaquoddy Calendar with artwork corresponding to the Passamaquoddy month (i.e., Egg Laying Moon).
- Ask students to observe events throughout the year and to develop their own names for each month. Students could then design a calendar incorporating their “months” with corresponding artwork. To shorten the time period, this activity may be adapted to the days of the week.

The Wabanakis of Maine and the Maritimes

Seasonal Cycles, page B-76

Land Use, page B-93